**Lesson 1: Introduction**

**Naturalistic Instruction Lessons - Script**

Slide 1

*Narrator:* Welcome to naturalistic instruction for engaging and promoting child learning. In this e-learning lesson we’ll examine practices to promote child engagement with materials and/or people, encourage child initiated behavior and support everyday child learning.

Slide 2

*Narrator:* Imagine the many opportunities for child learning as part of everyday activities. Adults can help children acquire new abilities by supporting and encouraging everyday learning. You might be surprised to know that children don’t always need to be taught new thing directly to learn. Let’s look more closely at just how that occurs.

Slide 3

*Narrator:* We’ll focus on an informal teaching method called naturalistic instruction that includes different ways infants, toddlers, and preschoolers learn in everyday learning.

Slide 4

*Narrator:* Different terms are often used to describe naturalistic instruction. All of these practices have some common key characteristics that differentiate naturalist instruction from other types of instructional practices. Let’s examine the key characteristics of this practice.

Slide 5

*Narrator:* Naturalistic instruction includes six different strategies. Let’s take a closer look at each characteristic. In lesson two we’ll introduce a checklist you can use to implement the practices.

Slide 6

*Narrator:* Everyday learning activities that match a child’s interest and abilities will increase child engagement in the activity.

Slide 7

*Narrator:* Adults follow the child’s lead as part of child engagement in everyday activities.

Slide 8

*Narrator*: Child initiated interactions or attempts to interact with objects or people in the environment, are followed by adult responsiveness to child behavior.

Slide 9

*Narrator:* Responding promptly and positively to child initiations will keep a child engaged in everyday activities

Slide 10

*Narrator:* Adults interact in ways that encourage a child to do something new or in a different way.

Slide 11

*Narrator*: And multiple learning opportunities within and across activities ensures that a child has lots of opportunities to practice newly learned behavior.

Slide 12

*Narrator:* When you use naturalistic instruction, children participate in activities for far longer periods of time. Children will also initiate interactions with materials and people more often and you may see that children do things new and in different ways.

Slide 13

*Narrator:* Let’s watch a video where you can see some of the key characteristics of naturalistic instruction in use.

*Video embedded in slide:*

*Child:* mamamama baby

*Adult in background:* Who is on the telephone?

*Child*: Yeah, there (handing phone to adult next to her)

*Adult next to child:* is it for me now? Taking phone. Hello? Courtney? She said What’s your name?

*Child:* Kay

*Adult:* Say Courtney!

*Child:* Courtney!

*Adult:* Handing phone to child “Okay! It’s for you!”

Slide 14

*Narrator:* Let’s watch another video example where you can see some of the key characteristics of naturalistic instruction in a classroom setting.

*Video embedded in slide:*

*Child:* There is three here! Yeah there is three here!

*Teacher*: Yeah! there is two. What color are they?

*Child*: Uhm, red and yellow.

*Teacher:* Red and yellow. Yeah, we’re making a house. (Directed to other child)-Do you want that one? You can have that one. Do you need another one? Is Sarah bringing us some more blocks?

*Child:* Yeah!

*Teacher:* Yeah. Oh, you have a lot in your hands!

*Child:* I am bigger Sarah!

*Teacher:* Maybe if we take this one off we can stack this here. And maybe Sarah can put her red block there. Is Jacob going to take the blue? He can take the blue. We have a yellow one that we could use.

Slide 15

*Narrator:* Naturalistic instruction is the method of choice when you want to promote sustained child engagement with materials and people, increase child-initiated behavior and encourage new and more complex child behaviors as part of everyday activities

**Lesson 2: Practice Illustrations**

**Strategies for implementing Naturalistic Instruction- Script**

Slide 1:

*Narrator:* Welcome to strategies for implementing naturalistic instruction. In this e-learning lesson, each of the naturalistic instruction practices are illustrated using videos of parents and teachers interacting with young children. Review these key characteristics you learned in lesson 1.

Slide 2:

*Narrator:* We begin by introducing you to a naturalistic instructional practices checklist that would help you learn to use this instructional practice. The checklist includes seven indicators describing additional information about the key characteristics of naturalistic instruction described in lesson one. Even though these practices are listed individually, they often occur at the same time. Download the checklist here. You’ll need to refer back to it throughout this lesson, and lesson 3.

Slide 3:

*Narrator:* Watch this parent child interaction and notice how the mom shifts her behavior to match what captures her child’s attention.

*Video embedded in slide:*

*Mom:* Look! Look Reyna!

Child is playing with toys, exploring her surroundings

*Mom:* Do you want to read a book? Oh, butterflies! Do you want mommy to read that book for you? Do you want mommy to read it? \*picking up child and putting her on her lap, opening book\* Okay, here.

Slide 4:

*Narrator:* Here is another everyday activity with parents and their children. Notice how the mom pays attention to her daughter’s behavior.

*Video embedded in slide:*

*Mom:* “Moss! isn’t that neat?!”

*Dad:* “What does moss feel like”?

*Kids:* (in unison) “WOAH”

*Boy:* “It’s so beauty, it’s so soft”

*Mom:* “It’s so soft!”

Slide 5:

*Narrator:* In this parent-child interaction, the mom provides a natural consequence in response to her son pulling on the cloth.

*Video embedded in slide:*

*Mom:* “peek-a-boo!”

*Child:* (laughing, smiling, giggling)

*Mom:* “Peek-a-boo!”

*Child:* (laughing, smiling, giggling)

Slide 6:

*Narrator:* In this classroom activity, the teacher responds to the child’s behavior, and encourages her to try the activity in a different way.

*Video embedded in slide:*

*Child:* \*Playing with popsicle stick in clay\*

*Teacher:* \*handing child a stick\* Add these sticks too in your clay! You might want to try to use this other end where your fingers are. If you hold it this way. You see? There you go. There you go, that probably will work a little better

Slide 7:

*Narrator:* In this example, notice that the teacher adapts the activity and supports child participation by fastening the paper to the binder so it will stay in place.

*Video embedded in slide:*

*Teacher:* “Rub and rub and rub and rub and stop!” (pointing to child in video) “Can you do it? Let’s see you do it. “

Slide 8:

*Narrator:* Watch as this mom encourages her daughter to continue the activity by asking questions, making comments, and having a back and forth conversation with her.

*Video embedded in slide:*

*Child:* What is this

*Mother:* Those are measuring cups!

*Child:* Those are Measuring Cups!

*Mom:* Yeah, you measure the amount of the ingredients you put in the cake, you know like if you put some oil in a cake, or some water in the cake. And you mix it all up with the cake mixer

*Child:* Yeah!

*Mom:* And you put eggs in the cake!

*Child:* yeah!

Slide 9:

*Narrator:* And finally, here’s another classroom activity. Notice how the teacher encourages child behavior elaborations during the activity by asking questions about the photo.

*Video embedded in slide:*

*Child:* See my trees?

*Teacher:* Can I see Jacob’s trees? Look Jacob. Look! The tree is colored like the broccoli that we eat. Do you want to have broccoli for lunch?

*Child:* Yeah!

*Teacher:* Do you like broccoli?

*Child:* Yeah!

*Teacher:* Yeah. What color is broccoli?

*Child:* Green

*Teacher:* Green!

Slide 10:

*Narrator:* Now that you have observed examples of the different naturalistic instruction practices, watch this classroom activity from lesson 1. Use the checklist to identify which of the practices were part of the teacher’s interaction with the children.

*Video embedded in slide:*

*Child:* There is three here! Yeah there is three here!

*Teacher*: Yeah! there is two. What color are they?

*Child*: Uhm, red and yellow.

*Teacher:* Red and yellow. Yeah, we’re making a house. (Directed to other child)-Do you want that one? You can have that one. Do you need another one? Is Sarah bringing us some more blocks?

*Child:* Yeah!

*Teacher:* Yeah. Oh, you have a lot in your hands!

*Child:* I am bigger Sarah!

*Teacher:* Maybe if we take this one off we can stack this here. And maybe Sarah can put her red block there. Is Jacob going to take the blue? He can take the blue. We have a yellow one that we could use.

Slide 11:

*Narrator:* Refer to the naturalistic instruction practice guide to find suggestions for other ways you can get experience observing the naturalistic instruction practices. Next, complete lesson 3: Mastering the use of naturalistic instruction, to deepen your understanding of the practices.

**Lesson 3: Implementation Activities**

**Mastering the Use of Naturalistic Instruction- Script**

Slide 1:

*Narrator:* Welcome to mastering the use of naturalistic instruction. In this e-learning lesson, you are provided experiences for using naturalistic instruction practices in real life situations.

Slide 2:

*Narrator:* A good way to learn to use naturalistic instruction practices is to use the naturalistic instruction checklist during observations of children and adults in everyday activities. Watch this video of classroom block play. Use this checklist to identify which of the naturalistic instruction practices were part of the teacher’s interactions with the children.

*Video embedded in slide:*

*Child:* There is three here! Yeah there is three here!

*Teacher*: Yeah! there is two. What color are they?

*Child*: Uhm, red and yellow.

*Teacher:* Red and yellow. Yeah, we’re making a house. (Directed to other child)-Do you want that one? You can have that one. Do you need another one? Is Sarah bringing us some more blocks?

*Child:* Yeah!

*Teacher:* Yeah. Oh, you have a lot in your hands!

*Child:* I am bigger Sarah

*Teacher:* Maybe if we take this one off we can stack this here. And maybe Sarah can put her red block there. Is Jacob going to take the blue? He can take the blue. We have a yellow one that we could use.

Slide 3:

Which of the naturalistic instruction practices did you observe in the block play video?

Slide 4:

Narrator: Here’s what we observed. How do your responses compare?

Slide 5:

*Narrator:* Try putting naturalistic instruction into practice, by imagining that you are the adult interacting with 18 month old Marco. You notice Marco looking at you while playing with wooden pegs. What would you do in response? Choose one.

*Option 1: Asking “Hey, shall we play with this pegboard”:*

Narrator: Inviting Marco to play acknowledges his behavior and encourages his continued engagement with the pegs. What could you do next? Choose one.

*Option 1A: Offer Marco another peg*

*Narrator:* Your response encourages Marco’s continued engagement. If you would like more experience, select start again to go back to the beginning of this exercise.

*Option 1B: Say, “Yes, That’s a Peg!”*

*Narrator:* Your response to Marco’s vocalization provides a label for the toy to encourage his language elaboration. If you would like more experience, select start again to go back to the beginning of this exercise.

*Option 2: Smile and nod in response to Marco looking at you*

*Narrator:* Smiling and nodding acknowledges Marco’s play, and encourages his continued engagement with the pegs. What could you do next? Choose one.

*Option 2A: Add a peg to the board and then say, “your turn!”’*

*Narrator:* Your response encourages Marco’s continued engagement with the peg board. If you would like more experience, select start again to go back to the beginning of this exercise.

*Option 2B: Say, “You put it in!”*

*Narrator:* your response provides praise for Marco’s behavior, and encourages his verbalization. If you’d like more experience, select start again to go back to the beginning of this exercise.

Slide 6:

*Narrator:* The more you observe, identify, and use naturalistic instructional practices in interactions with young children, the more knowledgeable and skilled you will become. Try one or more of the following activities to increase your understanding and ability to use the practices.

Slide 7:

*Narrator:* Practice identifying naturalistic instruction practices any time you notice adults and children interacting with one another- when you visit an early childhood classroom, someone who is skilled at using the practices, or adult child interactions together with a peer or colleague.

Slide 8:

*Narrator:* Use the naturalistic instruction checklist during observations to promote your ability to identify naturalistic instruction practices. Pay attention to how the different checklist indicators are implemented. Discuss your observations with a peer or colleague.

Slide 9:

*Narrator:* Try using naturalistic instruction practices during everyday activities whenever you interact with a young child. Use opportunities that occur incidentally or create opportunities to use the practice. For example, volunteer at a preschool program and practice using naturalistic instruction during play activities.

Slide 10:

*Narrator*: Seek feedback on your use of naturalistic instruction from someone skilled in using these instructional practices.

Slide 11:

*Narrator:* Use the naturalistic instruction checklist to examine your own use of the practices. Determine what was consistent or inconsistent with each checklist indicator and why. Ask a peer or colleague to observe your use of the practices and discuss what was observed.

Slide 12:

*Narrator:* Once you’ve examined your use of naturalistic instruction, determine how you could revise and improve your practices. Continue to use naturalistic instruction with children in new situations.

Slide 13:

*Narrator:* These resources include other examples and materials for using naturalistic instruction. Spend some time looking at each resource to learn more about this instructional practice.